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**Is there a difference between my teaching behaviour in my
English lessons and my teaching behaviour in my History
lessons when I use English as a learning tool?**

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Die Universitätslehrgänge „Pädagogik und Fachdidaktik für Lehrer/innen“ (PFL) sind interdisziplinäre Lehrerfortbildungsprogramme der Abteilung „Schule und gesellschaftliches Lernen“ des IFF. Die Durchführung der Lehrgänge erfolgt mit Unterstützung des BMBWK.

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Is there a difference between my teaching behaviour in my English lessons and my teaching behaviour in my History lessons when I use English as a learning tool?

Abstract

The aim of this study was to determine if any differences, in terms of my teaching behaviour, existed between English lessons and History lessons where English was used as a medium of instruction.

My colleague, Ulli Lackner, who is my teampartner in 2/ I twice a week, was asked to record facts that occurred and the students were asked to complete a questionnaire. I asked my colleague to find out if I tend to use more German explanations when students do not understand a word or an exercise or if I explain in easier English. She also observed the amount of help I gave to pupils in English lessons compared to EAC lessons.

My colleagues' observations and the students' questionnaires showed that in English lessons I teach at a higher speed compared to EAC lessons, and I do not help as much as in EAC lessons. In English lessons we don't have the time to revise so often as in EAC lessons. In EAC lessons I gave assistance to the students and gave students an adequate amount of time to finish their exercises.

One possible explanation is that time pressure plays an important role and is responsible for such effects.

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1. Introduction

1.1 Why is it important to teach English across the curriculum (EAC)

English across the curriculum refers to the use of a foreign language as a language of instruction for teaching non- language subjects. The target is to increase the exposure of English at all levels and strengthen the children `s experiences with the language.

There are certain principles which characterise bilingual schooling :

Listening and understanding are learned in the second language and willingness to speak the language is encouraged. When teaching a second language the teacher must pay attention to the level of speech development of each child. At the beginning of a child's first contact with the second language, material must be provided that is appropriate for the level of understanding and the cognitive development of each child. Students are helped to communicate in the second language. The ability to use and be creative with the language on the part of a child, is very closely linked with the child `s self- confidence. Understanding is necessary on the part of the teacher to make sure that a bilingual education is a positive experience.

1.2 Teaching methods to revise vocabulary and texts

I often used these teaching methods in my English and English across the curriculum lessons:

Vocabulary and text revisions, to present the new words in an interesting way

A chain story

All the new words are on word cards. Put the cards into a bag. In groups, get the students to make up a chain story. In turn, pupils take out one of the cards and continue the story using the word. If they cannot, then the story and the word pass on to the students on their left. If they can make a sentence, they get a point and the next person takes a different card.

Choosing a word

The teacher chooses a word and each students draws a picture but doesn't write the word. Repeat this. Each time the pupils use a different piece of paper. The teacher gives 6 words, all papers are gathered and mixed up. Now teacher writes the words on the board. Divide the students into teams of 4 and give them 20 pictures each. Then they have to match the pictures with the word list. They should write their own word under the picture.

Take two

Students get together in groups of 8. Each has a double set of memory cards. All cards are on the floor. one student in the group starts to pick up a picture and a word card. When a student is lucky to have the word and the matching picture he can take the pair . The student with the most pairs is the winner.

Domino

Students stand in a circle around the table and each student has 5 cards. The student who has a 6 on the die is allowed to start. A student puts one of the cards on the table and the next student has to find a card matching to the one on the table. The winner is the student who has no card left.

Fill in the gaps

Teacher divides the class in groups. One student of each group gets a text, the other group members get a gap text and word cards. The students with the text reads it out aloud and the others try to put the word cards in the gaps.

First letter guessing

Teacher writes the first letter of each word on the board. Students guess the words.

Ghost writing

Three students in a group. One student tells the other students about his animal and the third student writes all the information given down.

A running dictation

a)Two students work together. One student has to run the other student has to write down the sentence.

b)Students go to a poster with the text, and read one sentence carefully. Then they go back to their seats and write the sentence down. Students do the same with all the other sentences.

A tin dictation

Can be used to revise reading and writing. A text is cut in pieces. This exercise requires pupils to put sentences into the correct order.

`Whispering Story`

Two groups, two tables with the text about mummification, two tables with the texts cut into pieces. One student is a runner(1st) and runs to the table with the text. Student reads the first sentence and runs to the student in the middle. This student is called messenger. The 1st runner passes the sentence on to the messenger and the messenger passes the sentence on to the 2nd runner. This student runs to the table with the cut text and has to find the sentence. The winner is the group who is the first to find the correct order.

2. The School situation

2.1 My school

I am a teacher in HS/ RS Lassnitzhöhe, a secondary modern school

a) *focused on `career guidance` (4 years)*

b) *leading to intermediate qualification (6 years)*

My subjects are English, physical education and dance and my favourite teaching methods are open learning and working on projects. In the school year 2003/ 04 we plan to start an English class in which we are going to work on projects in some subjects, spaced throughout the year, with English as a means of communication.

2.1.1 My colleague

My colleague, Ulli Lackner, was very positive about it when I asked her to observe my teaching behaviour in my English and History lessons. Ulli is always very friendly. We have known each other for a long time and we can easily work together in our lessons.

2.1.2 Class 2/ I

For my study I've decided to work in a second form. There are 13 boys and 13 girls in the 2/I class. The students in 2/ I class are used to project work and love acting on a stage. This class is a heterogeneous group with a wide range of individual differences. Students learn in different ways and have their own special needs. To improve the learning situation in class I've decided to research my teaching behaviour.

- 1) What are the students' needs?
- 2) Do I explain the exercises well enough?
- 3) Do I provide enough help to the students?
- 4) How can I help them more?

When I told the students that I had decided to work with them for my study they were proud and very helpful. They were interested in my work and asked me about my results.

2.1.3 Experiences with English across the curriculum

When I started to teach in Lassnitzhöhe in 1986 I wanted to join the project 'The ground' and I decided to work on that topic in English lessons. This required students to use English as a learning tool. Our topic was 'Animals living close to the ground' and the students had a lot of fun in working on that topic.

Other projects followed: 'The Wood', 'Our Environment', 'Medieval Times', 'Tales of Mystery and Imagination' etc.

Project work gives the opportunity to teach English across the curriculum and for students projects are a way of practising their English while having fun. Teaching English through

projects in History gives the possibility to integrate the four skills of reading, listening, writing and speaking. Whenever I work in EAC and on projects students love investigating and working independently at their own speed.

2.1.4 The IFF-course 'English across the curriculum'

When I found out about the IFF course 'English across the curriculum' at the University in Klagenfurt, I saw an opportunity to get more information and inspiration about my favourite teaching methods and the ability to use English as a means of communication.

Within the two years of the IFF course I have gained new ideas in teaching which I could put into practice in my English and History lessons and I started researching my teaching behaviour in classroom. I like improvement and changing my teaching style if necessary. And I appreciate feedback from the children. I consider it very important to talk to the children and to make improvements which are good for students, the learning situation in the classroom, and, indeed, the teacher.

After the two years of the EAC course I now consider research to be an important part of teaching. Teachers can find out more about their students' needs and can improve teaching methods and teaching behaviour, and therefore, effectiveness.

3. The case study

Since the last meeting in Bad Gastein in Oktober 2001, I started to research my teaching methods and teaching behaviour in English lessons and in History lessons when I used English as a learning tool.

Before I started my research I had to inform my headmistress, my colleagues and the students in 2/ I about my intentions.

My headmistress, Dir, Ingrid Bretterklieber, is always interested in improvement and encouraged me to work on my study.

3.1 Aims

I wanted to find out if I use more German explanations if the students did not understand or if I explained in easier English.

Following from this, it was interesting to note whether the students tended to ask questions in German or English. I also wanted to compare some of my basic teaching behaviour between

English and EAC lessons. For example, the amount of help I provided and the level and clarity of my voice. These are behavioral patterns that can be changed if the reports from the students show that it is necessary.

3.2 Methodology

3.2.1 Third party observation

My colleague observed my English and EAC lessons and I asked her to think about the questions and write down facts that occurred.

- 1) Did I tend to use more German explanations if the pupils did not understand an exercise or a word or did I explain in easier English?
- 2) Did the students have an adequate amount of time to complete their exercises?

3.2.2 The questionnaire

I asked the students to fill in a questionnaire on separate occasions about my behaviour in English and English across the curriculum lessons.

1) War die Stimme des Lehrers (Aussprache)

wenig verständlich/ mittel/ gut verständlich

2) Die Stimme des Lehrers war

zu laut/ okay/ zu leise

2) Wurden Vokabel ausreichend erklärt?

JA

NEIN

3) Ich verstand was der Lehrer uns erklärte

fast immer/ etwa zur Hälfte/ fast nie

4) Hat dir der Lehrer geholfen?

GENUG

NICHT GENUG

4. English lessons

I was working in projects in English and EAC lessons

The topic in my English lessons was about „strange stories“.

4.1 Procedure of English lessons

A story was read (silently) and then students listened to the story. Then the students had to do a true or false exercise. They had to match sentence halves. Then students talked about the content and summarised the story. Students got together in groups and read through texts. Each group was given one text. Once they had finished, the students talked about the content, made notes and summarised the stories.

Now I planned a revision on the topic:

A running dictation, whispering story, a tin dictation

Then I wrote down all the new words that students had learnt in the project on cards. Then I put the cards into a bag. In groups, I asked them to make up a chain story. I gave them the first sentence of the story. In turn, students took out one of the cards and continued the story using the word. If they couldn't, then the story and the word passed on to the person on their left. If they could make a sentence, they got a point and the next person took a different card.

Then I chose 5 words they had learnt. Each student drew pictures that represented these words but they did not write them down. Each time the students used a different piece of paper. Then I gathered all the papers together , mixed them up and handed them out. I wrote the words on board. I divided the students into teams of 4 and gave them about twenty pictures each. The students had to match the pictures with the word list and write the words under the pictures. Then I gathered all the drawings together. I held each picture up in turn and read out the word written under it. The artist could say whether the group's guess was right or not. As a project presentation students acted on a stage.

5. English across the curriculum lessons

Now I planned a project in History with English as a medium of instruction where I wanted to ask the students about my teaching behaviour.

The project was about 'Ancient Egypt' lasting from November 2001 to January 2002. I chose this topic because I wanted the students to get a better understanding about how the ancient Egyptians lived. And I wanted the students to look for sources of information on that topic.

Egypt is part of the National Austrian curriculum of the 2nd form and the teachers in our school have decided to work on that topic within different disciplines.

5.1 Procedure of English across the curriculum lessons

To raise interest in the project I showed a film about Egypt and at the same time I introduced some words related to the topic. Then I used a brainstorming activity to elicit these words. Then I put pictures of pyramids, pharaohs, mummies etc. on a wall chart. We talked about the pictures and after the first step I showed flashcards with the vocabulary words. Now students tried to match the word cards to the pictures. Then I collected ideas from the whole class and students talked about what they already knew about the respective topic. Now the pupils were given definitions and words. Students divided in 4 groups and they had to match the words to the correct definitions. Students played the games 'domino and memory' to keep the words in mind.

I used a fantasy trip for inspiration at the beginning of a lesson about Egypt. Students had to close their eyes and should travel back into the past and re-examine the forgotten civilisation and discover lost worlds. Arndt Stein's music 'Inspirations' lead the pupils into the foreign country Egypt. Then I used a world map to locate Africa and more specifically Egypt. A transparency with a map of the ancient Egyptian world was shown and new words were written on the board. We talked about Lower and Upper Egypt and where they are situated and about the famous sights they could find. Then the students read my lips and had to guess the words (Lip reading). I stuck a picture of the king who united Lower and Upper Egypt and pictures of the crowns the pharaohs had worn on the wall chart. Then I distributed handouts about 'Egypt- Land on the Nile' and students read through the text. Students found out who the first king of Egypt was and we talked about the main periods in ancient Egypt's history, then the students filled in the gaps on their worksheets.

I wrote the new words on the board and students looked at them for one minute. Students had to turn away from the board, I put away one of the words. Students had to guess the word which was missing. I continued doing this and Students had to guess all the words. With the help of a story and some pictures students got to know about daily life in ancient Egypt. I told the story while students had their eyes closed. Students listened to the teacher's voice and music and tried to visualise what they saw in their minds while listening (watch TV in their heads). Then they got together in five groups and played a game. The story which was read out was written on posters. One student of each group threw the die. If the die showed 1 the learner had to read one sentence, if the learner had a 4 he or she had to read 4 sentences. Then I asked the students what they could keep in mind. Students made descriptions, then they got together in pairs and talked about life in ancient Egypt.

6. Results/ Interpretation

6.1 My colleague `s observations/ Results

6.1.1 Did I tend to use German explanations if the students did not understand or did I explain in easier English?

My colleague reported that I gave an English description first and if the students still didn `t understand I told them the German word or translation. In English lessons I explained once again when the students didn `t understand. In EAC lessons I gave detailed instructions and asked if they did understand what I wanted them to do.

In English lessons I have higher expectations of the students because they have been learning English in the same way for some time now and already have a background to build on.

So I expected them to learn more quickly and therefore tended to hurry more.

6.1.2 Did the students have an adequate amount of time to complete their exercises?

In English lessons there was less time available to reach targets and I asked the students to complete exercises at home if they couldn `t finish in a certain time. In EAC lessons I gave the students all the time they needed to work on an exercise.

In English lessons there is pressure to reach targets. I have less autonomy in English lessons and should follow a schedule. As English across the curriculum in my school is fairly new, I have no example to follow and therefore no tests or real time limits.

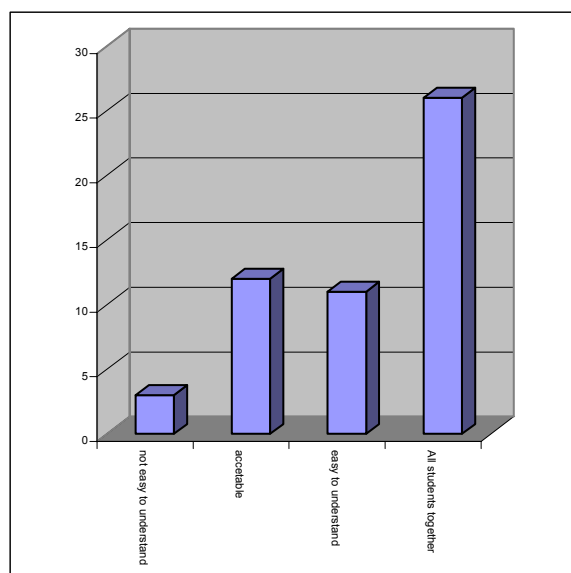
A second possible explanation is that EAC lessons consist of two components – understanding of both History and English concepts. I recognise this and perhaps I do spend more time on exercises and explaining things. It does take the students longer to learn in EAC lessons and so my responses are slowed too.

6.2 Students `questionnaires/ Results

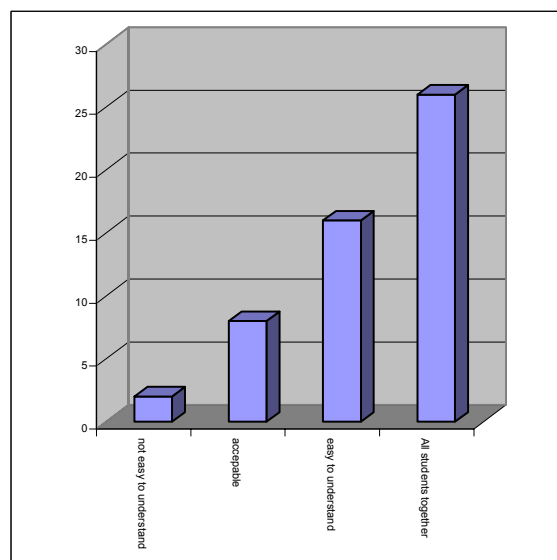
Students responses to the 5 questions were recorded after English and EAC lessons. The average response to each question is shown below:

6.2.1 The teacher `s voice was

not easy to understand	3
accetable	12
easy to understand	11
All students together	26



not easy to understand	2
accepable	8
easy to understand	16
All students together	26



3 of 26 students said that in English lessons my voice was not easy to understand. 12 said that the clarity of my voice was acceptable and 11 said that they could easily follow my instructions.

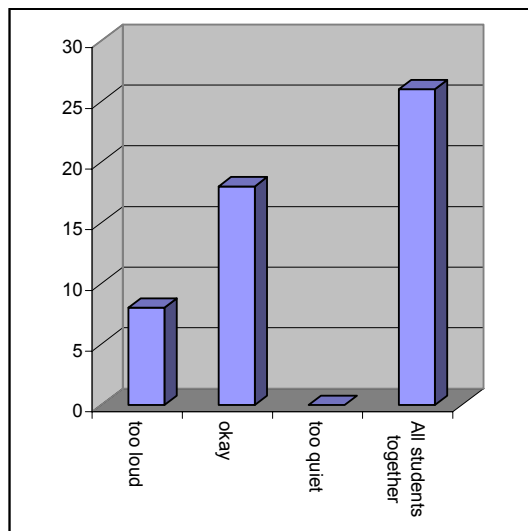
In EAC lessons two students said that they couldn't understand anything. 8 wrote that my voice was acceptable and 16 said that they could easily understand my instructions.

Perhaps I pay more attention to pronunciation of words in EAC lessons because they are long and often difficult words, e.g. hieroglyphs.

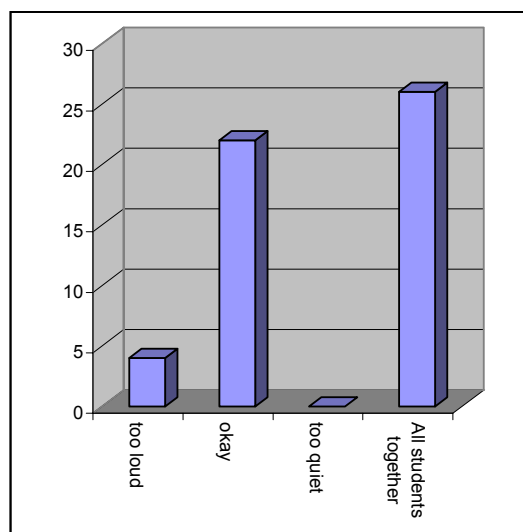
6.2.2 Then I asked if my voice was

too loud/ okay/ too quiet.

too loud	8
okay	18
too quiet	0
All students together	26



too loud	4
okay	22
too quiet	0
All students together	26



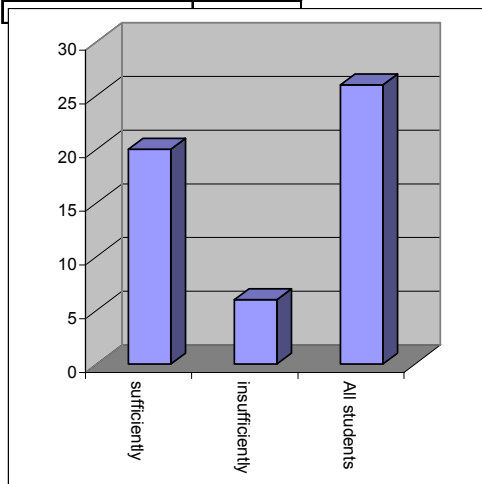
In English lessons 8 students said that the teacher's voice was too loud and 18 were of the opinion that my voice was okay but nobody said that I was too quiet.

In EAC lessons 4 students said that my voice was too loud and 22 were of the point of view that my voice was okay.

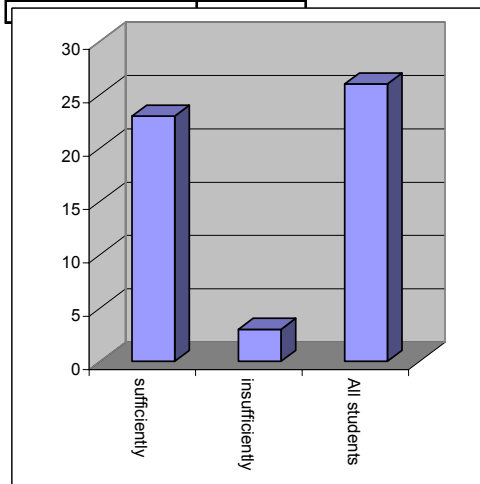
In some EAC lessons I worked with music for inspiration and that could explain the students' results. Another explanation could be the children's motivation. Perhaps the students were more interested in the topic in EAC lessons than in English lessons and therefore were more quiet. As a consequence of this I didn't find it necessary to speak so loud in EAC lessons.

6.2.3 Did I explain the new words enough?

sufficiently	20
insufficiently	6
All students	26



sufficiently	23
insufficiently	3
All students	26



Now I wanted to know if I explained the new words sufficiently.

6 of the students said that they did not always understand new words.

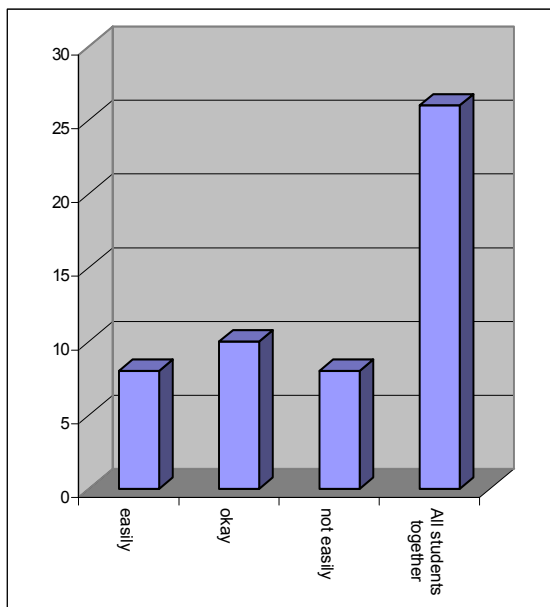
20 said that words had been explained well enough.

In EAC lessons 23 of my students were of the opinion that I explained the words in an adequate way. 3 of 26 said that I described the words insufficiently.

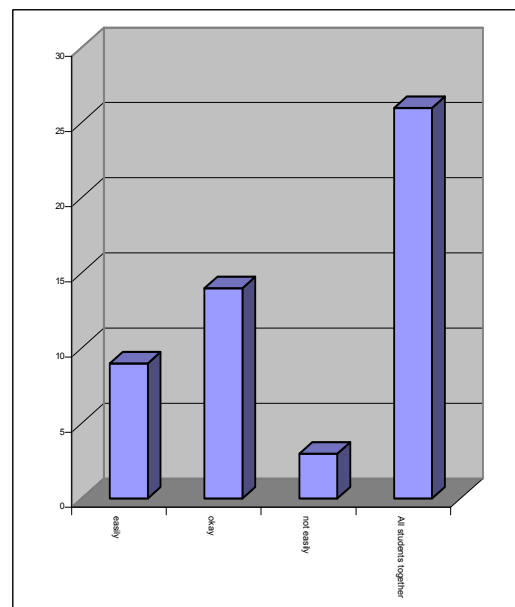
In EAC the words are more difficult, not everyday words, so I needed better and more explanations to make clear the meaning of the words e.g. mummification.

6.2.4 I could follow the teacher`s instructions to the exercises.

easily	8
okay	10
not easily	8
All students together	26



easily	9
okay	14
not easily	3
All students together	26

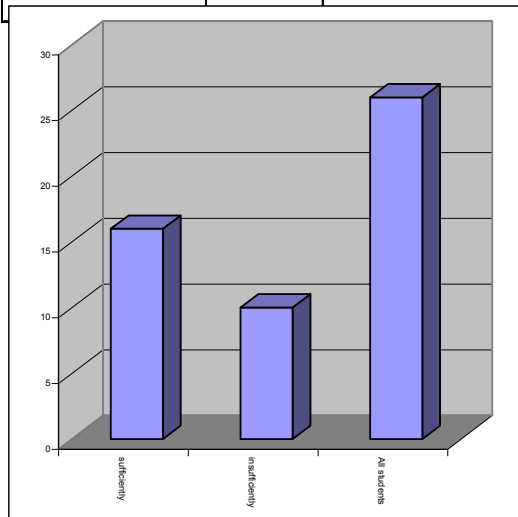


Then I wanted to find out if the students could understand what I explained and compared English and EAC lessons. In English lessons 8 of the students said that they understood most of the descriptions, 10 were able to understand some of the expressions and 8 said that they could hardly ever understand what I expressed in words.

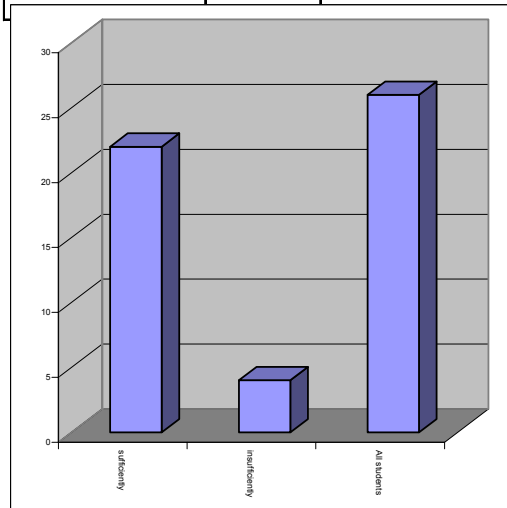
In EAC lessons 9 of my students could understand the expressions. 14 students were able to understand some of the explanations and only 3 were of the opinion that I didn`t give enough explanation.

6.2.5 Did the teacher help you in a sufficient way?

sufficiently	16
insufficiently	10
All students	26



sufficiently	22
insufficiently	4
All students	26



I wanted to know if I helped the students in an adequate way and in English lessons 10 of the students said that I didn't help sufficiently and 16 reported that I always gave help to them when it was required.

In EAC lessons 22 students were of the view that I gave adequate assistance to them, only 4 thought that I didn't give them sufficient help.

As a consequence of the level of difficulty in EAC lessons, I probably thought that the students would need more help and therefore offered more assistance.

With reference to all five questions 5 questions, the English across the curriculum results compared favourably to those in the English lessons. It is important to note that these results may not be a result of more effective teaching but also of the students' motivation and their expectations of a 'better' and more interesting lesson.

7. Conclusion

By way of conclusion, it can be seen that my teaching behaviour in English lessons in some ways significantly differs from that in my English classes.

In cooperation with my colleague and with the students' help I found out that the amount of help I provided in History lessons was higher than in English lessons and I showed more tolerance, I didn't hurry so the pupils with a lower level ability had enough time to work on the topic at their own speed.

In English lessons we don't have the time to revise so often than in History lessons because there are tests and examinations.

In EAC lessons I introduced the new words better, I explained exercises more carefully. Students were more motivated in EAC lessons and this makes the whole process more enjoyable.

When I use EAC in lessons more time is required to explain tasks therefore teachers have to be selective in choosing the appropriate teaching content. In History lessons I need a bit more confidence to omit topics.

For me it was interesting that my students' reactions were positive in History lessons when I used English as a learning tool. The students were working hard, even the students who don't like English lessons and students with a lower level ability were interested in these EAC lessons.

An overall view of the results shows positive reports from the EAC lessons.

Appendix

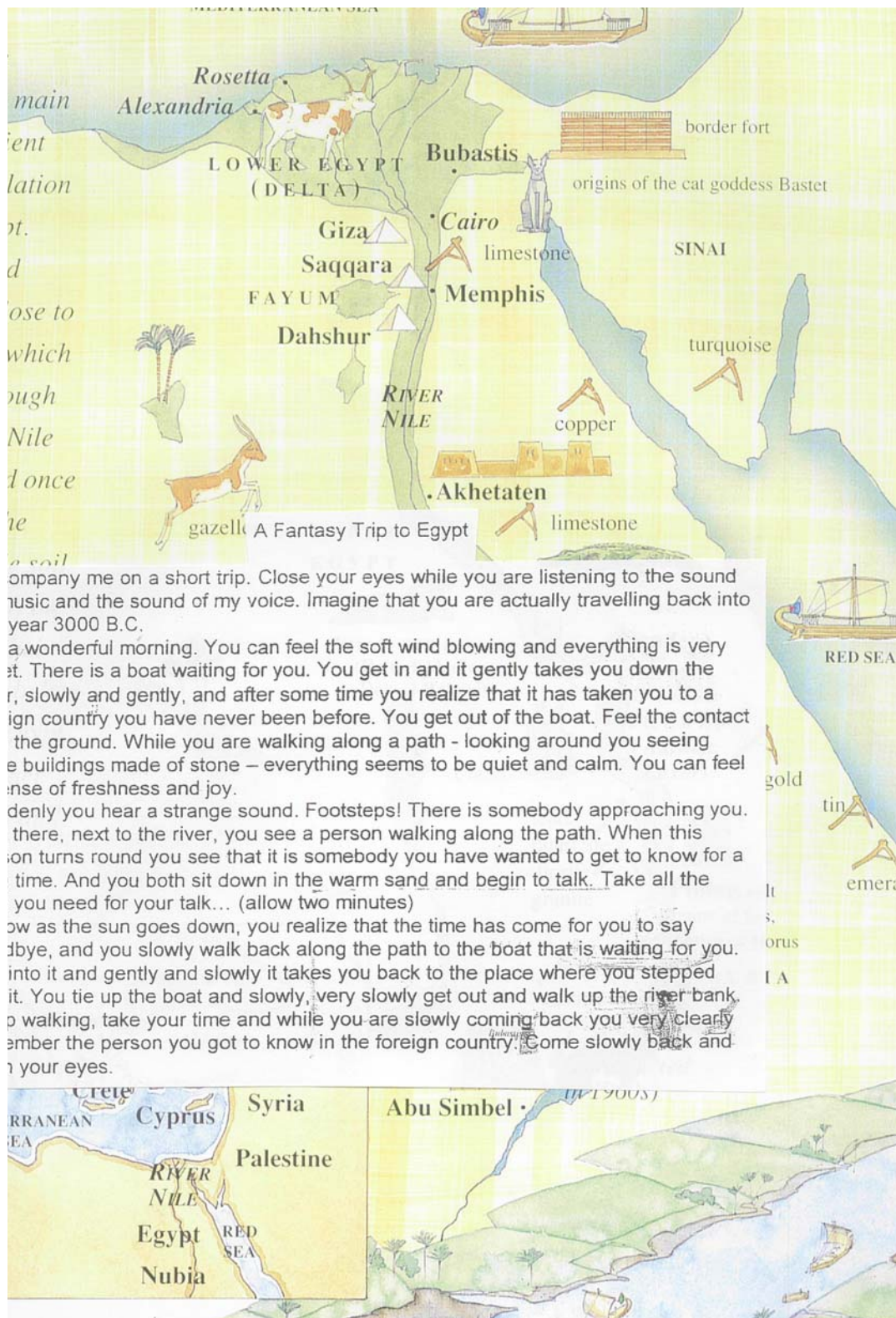
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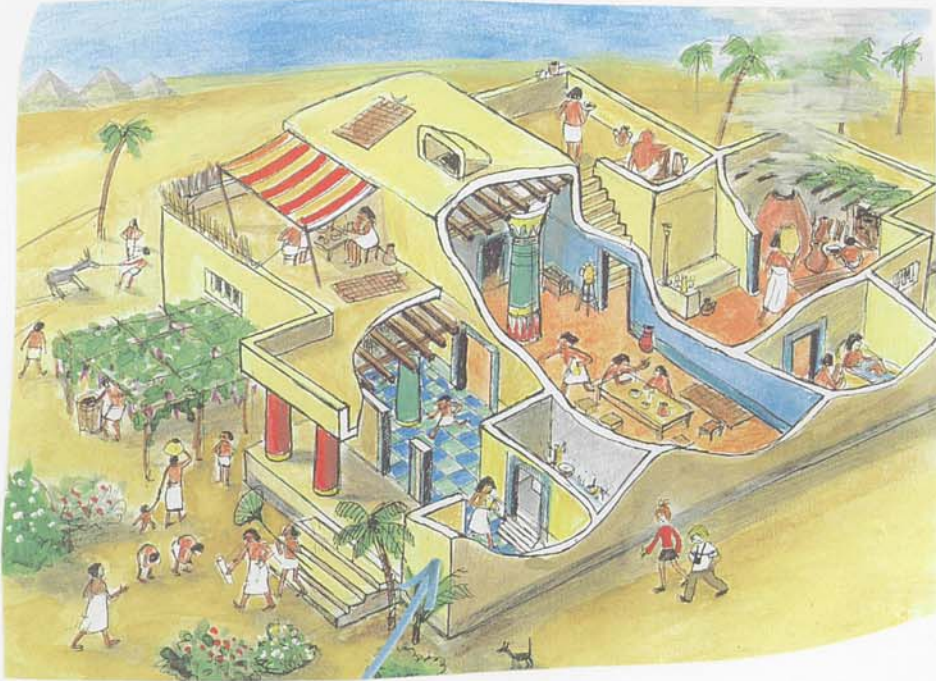
A2 Worksheets



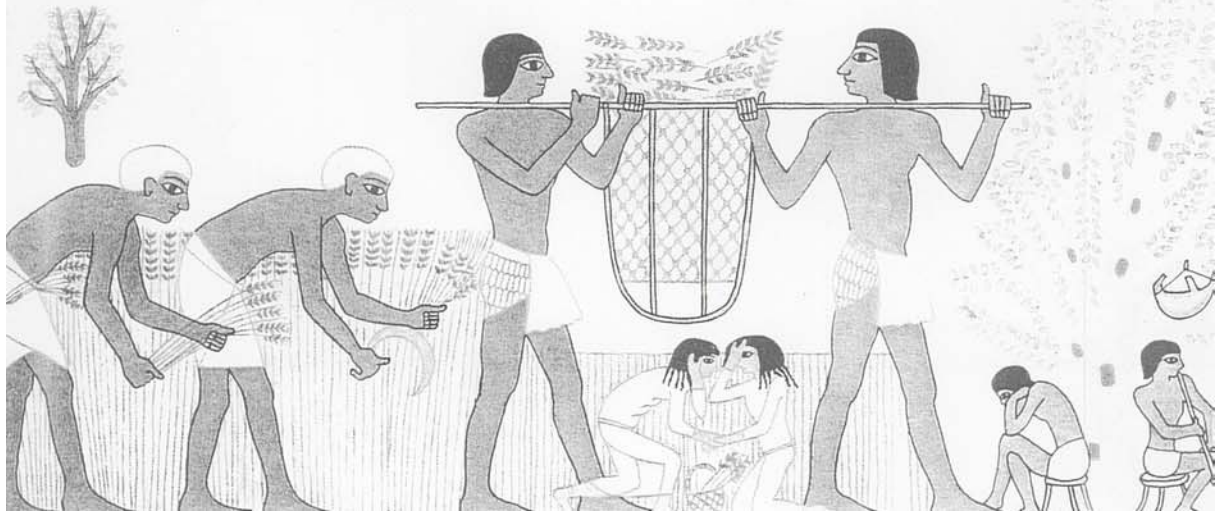
Life in an ancient Egyptian village

The Egyptians were farmers and lived in village communities.

We know that many families were quite large. Many people were craftsmen who had to labour long hours.



The Egyptians depended on the fertile soil along the Nile for their food and became very wealthy through trade.

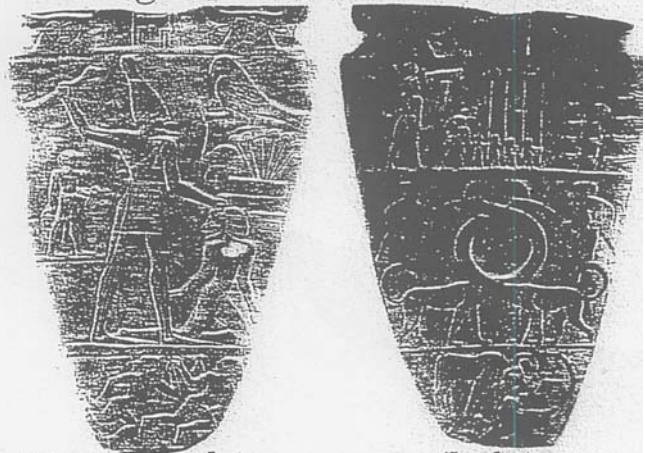


Egypt - Land on the Nile

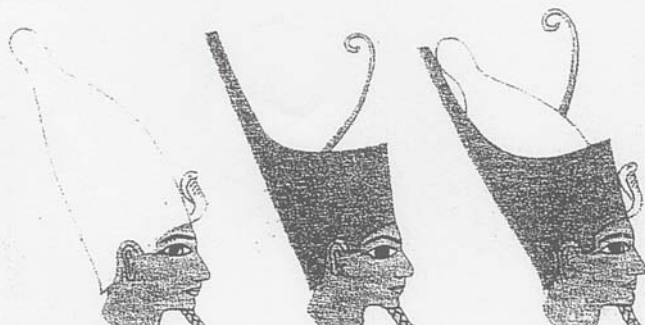
For many years, ancient Egypt was divided into two countries **LOWER EGYPT** (the Delta , in the north) and **UPPER EGYPT** (the Valley , in the south).

The two lands were united in about 3000 B C by the ruler of **UPPER EGYPT**, King Narmer.

He was the first of the Egyptian kings who were later known as the **pharaohs**.



The pharaohs in Upper Egypt wore a white crown (left) and in Lower Egypt they had a red crown (middle). The crown after unification (right).



Write down the three main periods in ancient Egypt's history:

In the Old Kingdom great were built as tombs for rulers.

The Middle Kingdom was a time when flourished.

The hundred years of rule of foreign kings is called:

Under the rule of these 3 pharaohs New Kingdom Egypt was at its wealthiest: and

Write down the three main periods in ancient Egypt's history : , ,

The pharaohs in Upper Egypt wore a.....crown

What colour were the pharaohs' crowns in Lower Egypt?

THE WONDERFUL DISCOVERIES IN EGYPT

LORD CARNARVON'S OWN ACCOUNT

OF ALADDIN ART



Tutankhamun's tomb
was discovered by
British archaeologist,
Howard Carter (1873-1939)

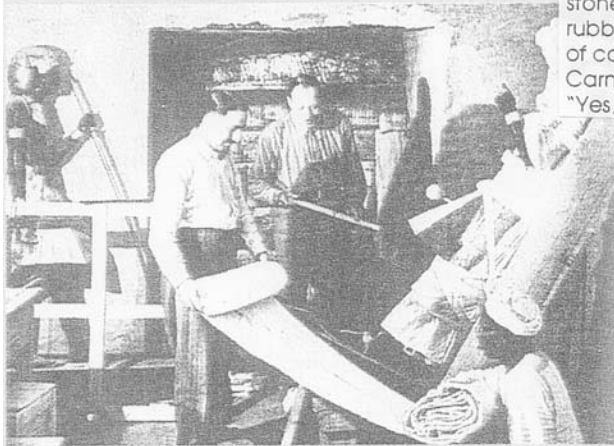
after a search lasting almost
20 years. His patron, Lord
Carnarvon, was present when
the tomb was opened, but did
not live to see the face of the
king. He died six months later,
struck down, rumour said, by
the pharaoh's curse.

MADE WONDERFUL DISCOVERIES
MAGNIFICENT TOMB WITH
RECOVERED SAW
ULATIONS STND

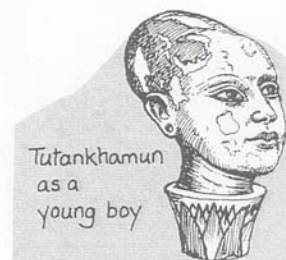


Lord Carnarvon

Archaeologist Howard Carter,
funded by George, 5th Earl of
Carnarvon, worked for over ten
years on excavations in Egypt, particularly at the Valley of the
Kings. On 4 November 1922, when Lord Carnarvon had
returned to England and the Egyptian government's period of
permission to dig had nearly expired, workmen uncovered a
flight of steps leading below ground. They led to a walled
entrance bearing the seals of the royal necropolis. Carter knew
this was an important discovery. He sent a telegram to
Carnarvon, who returned at once. The steps were cleared, a
stone screen was removed and a sloping corridor cleared of
rubble to reveal another door. On 26 November, by the flicker
of candlelight, Carter removed a few stones from this final door.
Carnarvon asked, "Can you see anything?" Carter replied:
"Yes, wonderful things."



Howard Carter inside
Tutankhamun's tomb



Tutankhamun
as a
young boy

A Newspaper Article

Howard Carter, a British archaeologist, worked for a long period in time on excavations in Egypt, particularly at the Valley of the Kings.



On 4th November 1922 workmen uncovered a flight of steps leading below. They led to an entrance bearing the seals of the royal necropolis. Carter knew that this was an important discovery.

On 26th November, Carter removed a few stones from the door and could hardly believe his eyes.



Evelyn Herbert, her father Lord Carnarvon, Howard Carter and Arthur R. Callendar on the steps to Tutankhamun's tomb.

TUTANKHAMUN

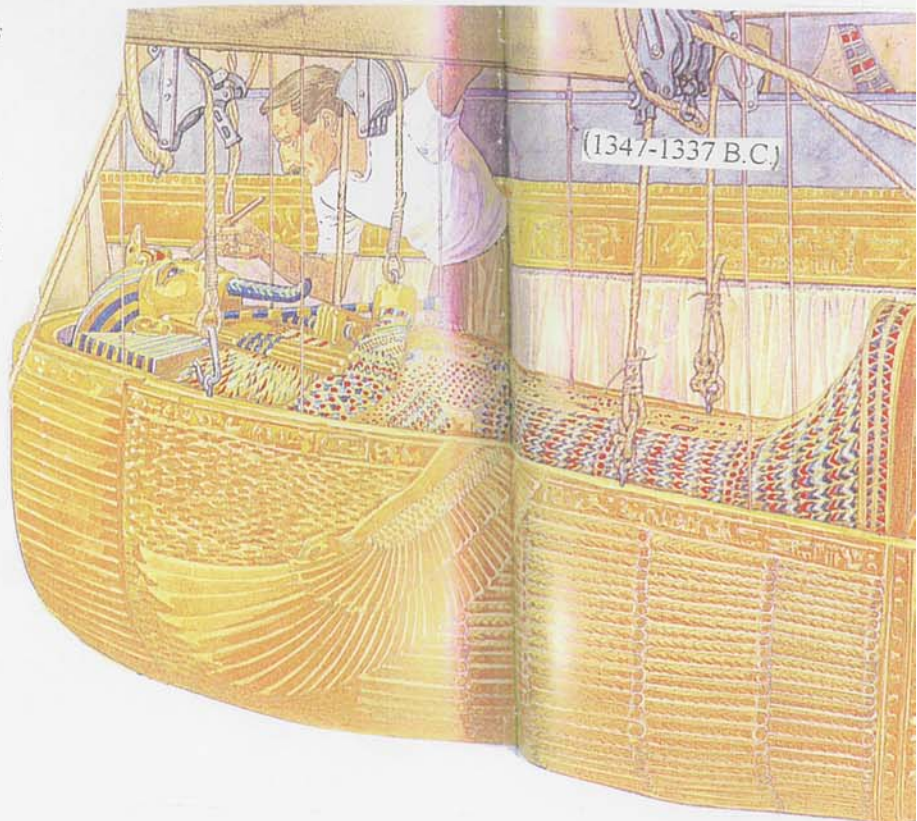


Covering the king's mummy was this magnificent mask made from

gold, blue glass and lapis lazuli. It shows Tutankhamun as the god Osiris.

At about nine years old Tutankhamun became pharaoh(king) of Egypt.

But his reign was short(~~1347-1337~~^{1347-1337 B.C.}) and he died aged about 19 years. No one knows why Tutankhamun died so young, but damage to his skull suggests that he may have been murdered.



In November 1922, the English archaeologist Howard Carter discovered Tutankhamun's famous tomb in the Valley of the Kings. The tomb was packed with items

A questionnaire about

TUTANKHAMUN



How old was Tutankhamun when he became pharaoh of Egypt?

How old was he when he died?

What happened on the 4th November 1922?

Where did Howard Carter find Tutankhamun`s tomb?



What did Carter find in the tomb?

Who was Howard Carter?



Where did Carter come from?

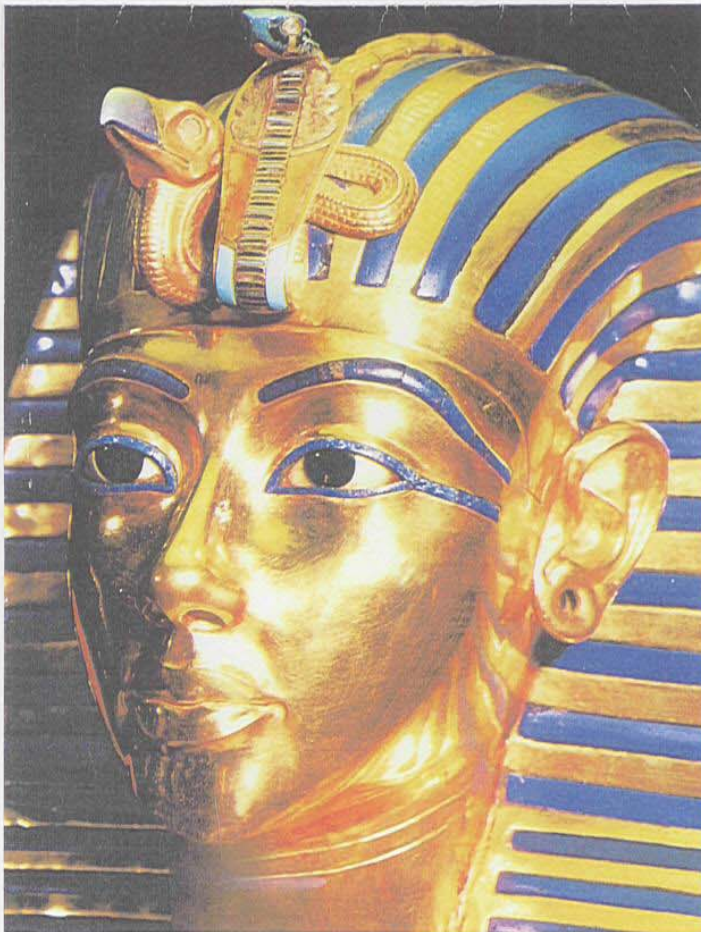
What was the name of Carter`s friend?

Ancient Egypt's history is divided into three main periods. The first is known as the **OLD KINGDOM** (2575 - 2134 B C). During this time, the great pyramids were built as tombs for rulers.

Next came the **MIDDLE KINGDOM** (2040 - 1640 B C), a time when trade flourished.

Then, after nearly a hundred years of rule of kings called the **HYKSOS**, there was the **NEW KINGDOM** (1550 - 1070 B C).

Under the rule of powerful pharaohs like **THUTMOSE I** and **RAMESSES II**, and the boy king **TUTANKHAMUN**, New Egypt was at its wealthiest.



Finally Egyptian power declined, and the country was conquered by **ALEXANDER THE GREAT** of Macedonia in 332 B C .



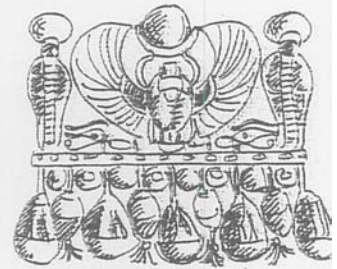
Look at the treasure found in Tut-ench Amon's tomb! Label the pictures – just add the vowels a-e-i-o-u to complete the words.



_ _ d b _ s k _ t



m _ s k _ f g _ l d



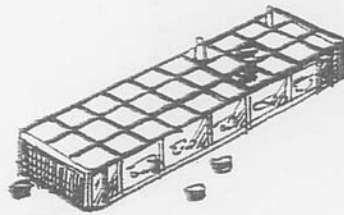
j _ w _ l l _ r y



t h r _ n _



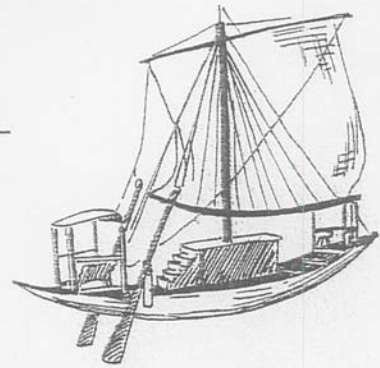
s c _ r _ b b _ _ t l



b _ _ r d g _ m _



d n s t t



m d l h t



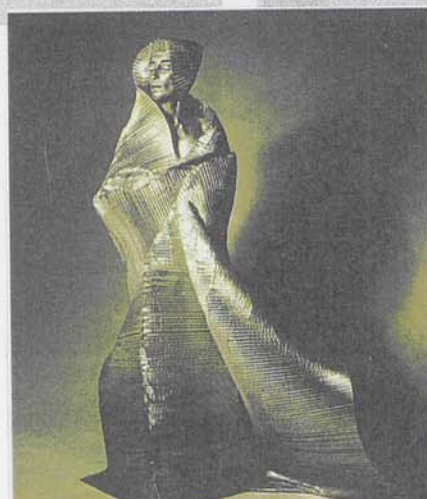
Join the heads to the tails to find out more about Cleopatra:

HEADS

- 1 Cleopatra was the last
- 2 She was the last of the
- 3 She was the only Ptolemy
- 4 She tried to stop the
- 5 She had a son with
- 6 After Caesar's death she fell
- 7 Cleopatra and Mark Anthony
- 8 The Roman General Octavian
- 9 Mark Anthony killed himself
- 10 Cleopatra tried to win over Octavian

TAILS

- A the Roman General Julius Caesar
- B defeated Cleopatra and Mark Anthony
- C Queen of Egypt
- D when he received a false report of Cleopatra's death
- E Romans taking over Egypt
- F but when this failed, she killed herself with a poisonous snake
- G in love with Mark Anthony, a Roman General.
- H who could speak Egyptian
- I Ptolemy Dynasty
- J had three children together



LIFE IN TOWNS ON THE NILE

Town life was busy and noisy. Craftsmen displayed their products: copper, pots, leather, sandals, wooden chests, materials, metal objects and jewellery.

In the market places people bought and sold products from inside and outside of Egypt.

The farmers sold fruits, grains and vegetables. Houses were built of dried mud bricks and the roofs were made of reeds and straw.

Prisoners of war had to work hard all their lives as slaves.



Read the text aloud.

Write down all the underlined words in alphabetical order.

Find the words in the word search.

C	R	A	F	T	S	M	E	N
O	E	L	A	T	E	M	P	M
P	E	T	B	R	L	S	D	U
P	D	L	G	O	B	T	F	D
E	S	G	P	O	A	I	A	B
R	K	R	O	F	T	U	R	R
L	E	A	T	H	E	R	M	I
V	R	I	S	X	G	F	E	C
U	A	N	B	W	E	D	R	K
S	W	S	L	A	V	E	S	S

